DOCUMENT RESUME

ED 145 083 08 CE 011 871

TITLE	Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles. New Hampshire Guidelines.
INSTITUTION	New Hampshire State Dept. of Education, Concord.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	26p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Career Education; *Change Strategies; Counselor Role; Employment Opportunities; Inservice Teacher Education; Occupational Guidance; Program Descriptions; Secondary Education; Sex Discrimination; *Sex Role; *Sex Stereotypes; Teacher Role; *Teacher Workshops; *Vocational Counseling
IDENTIFIERS	New Hampshire

ABSTRACT

The project, "Integrating Equal Career Opportunity Concepts for High School Men and Women through Career Guidance, Counseling and Placement in Classroom Activities," consisted of conducting workshops for secondary teachers in the school districts of Exeter, Keene, Manchester, and Nashua (New Hampshire) in an attempt to raise their awareness of the issues of sex bias and stereotyping and to encourage action in the schools to break down the barriers of choice for both sexes. The first workshop consisted of two short presentations and a small group discussion period, addressing the most common male and female sterotypes. The second workshop addressed the awareness of sex bias through an explanation of nontraditional roles for men and women (using panelists who were in nontraditional jobs) and presented suggestions for ways guidance counselors and vocational education can help students in their career planning decisions. The third workshop addressed the issue of systematizing the referral and placement of all students to jobs in the fairest and most efficient manner. The fourth workshop focused on the changing role of women in the world of work, career decision making in today's world, and the role of counselors and teachers in helping young women take advantage of available options. (This monograph describes the project and the four methods selected to achieve its goal. For each description (of the separate workshops), the following information is provided: population, geographic area served by the school, and important points and/or specific objectives.) (TA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

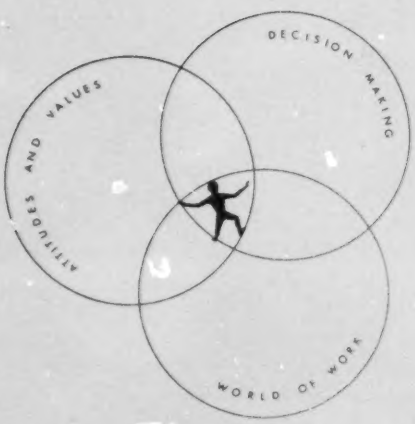
ED145083

4 awareness sessions for career opportunities..

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

integrating male & female roles



OE 011 871

new hampshire guidelines
summer 1977

GOVERNOR OF NEW HAMPSHIRE

Meldrim Thomson, Jr.

EXECUTIVE COUNCIL

District No. 1	Raymond Burton, Bath
District No. 2	Malcolm McLane, Concord
District No. 3	Dudley W. Dudley, Durham
District No. 4	Louis D'Allesandro, Manchester
District No. 5	Bernard A. Streeter, Jr., Nashua

NEW HAMPSHIRE
STATE BOARD OF EDUCATION
1976-77

APPOINTMENT		TERM EXPIRES
1973	William P. Bittenbender, Deering Chairman	1978
1974	Mrs. Cathrine R. Caouette, Contoocook	1979
1975	Ivah A. Hackler, Auburn	1980
1976	Anne Jollimore, Laconia	1981
1976	Marianne H. Noyes, Ed.D., Salem	1981
1976	Walter J. Parenteau, Manchester	1977
1969	Edward C. Sweeney, Jr., Keene	1979

COMMISSIONER OF EDUCATION

Robert L. Brunelle, Ed.D.

DEPUTY COMMISSIONER

Neal D. Andrew, Jr., Ed.D.

"Live Free or Die"

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

June, 1977

Four Awareness Sessions for Career Opportunities: Integrating Male and Female Roles - New Hampshire Guidelines, has been made possible through an EPDA Part F Grant, Vocational Education Personnel Program.

This document represents an important chapter in the continuing efforts of guidance and counseling and vocational education personnel to develop current models in Career Guidance, Counseling, and Placement.

We recommend that the document be added to the Educator's Handbook for Secondary Career Guidance Programs - New Hampshire Guidelines in the New Developments chapter.

It is the policy of the New Hampshire Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, and/or handicap.

INTRODUCTION

During the seventies the occupational status of women in the United States has become a major issue of public scrutiny. The society at large has become increasingly aware that the long assumed stereotype of the American housewife is not and probably never has been the most common role played by American women. We are now engulfed with data that unequivocally demonstrates that women do and will in the future continue to play a major role in the labor market.

Despite this awareness, and Federal legislation prohibiting it, job discrimination based on sex remains a major barrier to equalization of opportunity. The old assumptions that a woman belongs in the home, will only work until she becomes pregnant, can't play a leadership role or work in the technocracy, continue as latent restrictions of choice and opportunity for women.

Sex bias, however, is a double edged problem. Not only is it an external limitation of choice, but through the normal acculturation process it is a conditioned, internal restriction of individual choices. In effect, the role expectations placed on girls by their families and their environment reinforces a stereotyped set of behaviors that in themselves limit the exploration of alternatives.

As educators, this situation should be one of concern. The fact that the "other half" of our students will spend most of their adult years pursuing a career outside the home indicates that we should take steps to prepare them to make optimum use of their abilities and of the range of available career possibilities.

The project of which this monograph is a part, was an attempt to raise the awareness of the faculties of four New Hampshire public school districts of the issues of sex bias and stereotyping, and to encourage action in the schools to break down the barriers of choice for both sexes.

The purpose of this monograph is to describe the project and the four methods selected to achieve its goal. Each of the school districts involved selected quite different approaches to dealing with the issues. We present these approaches here, not as an exhaustive treatment of the subject, but merely as four sets of ideas that may help other concerned educators plan and carry out programs to reduce sex bias in their schools.

PROJECT DESCRIPTION

A project entitled, "Integrating Equal Career Opportunity Concepts for High School Men and Women Through Career Guidance, Counseling and Placement in Classroom Activities" was granted through Part F of the Educational Professional Development Act to the New Hampshire Personnel and Guidance Association in the summer of 1976. Kickoff activities included two introductory workshops held in the fall of 1976 for the Area Vocational Center Directors.

The first workshop introduced the goals of the project which are as follows:

1. *For educators to increase their knowledge of Title IX regulations as they relate to career opportunities.*
2. *For educators to develop supplemental concepts, objectives, and activities which address sexism in guidance, counseling, and placement as it appears in high school classrooms and in the surrounding communities.*
3. *For educators to implement selected concepts, objectives, and activities on a pilot basis and attempt to validate them.*
4. *For students in the pilot schools to have direct input in evaluating the success of the project in providing exposure to non-traditional careers and life roles.*

The first workshop included two presentations intended to raise the awareness of the Vocational Directors. The presentation methodologies proved to be the most instructional aspect of the conference. One utilized an open, informative, non-threatening description of emerging opportunities in non-traditional careers. The second was a dialogue which presented a more militant, confronting look at the issue. The response to the more repressive technique was quite negative, while the more open technique yielded productive discussion and sincere efforts by the directors to grapple with the problem. This experience formed the basis for the approaches followed in the pilot districts. All realized that if positive results were to occur then the issues had to be dealt with in a threat free environment.

Following the presentations, the directors brainstormed a list of conditions that should exist in education if sex stereotyping is to be reduced. The resulting list is attached. The directors were next asked to evaluate their centers in relation to the identified conditions. Were these conditions (1) in effect in their center; (2) intended to go into effect; or (3) not intended. These evaluations were collected, typed and mailed out to each director immediately following the conference. On leaving this first session, each director submitted names of team members from the center to attend a second developmental workshop.

Twelve teams attended the second workshop during which each developed an implementation plan based on the evaluation completed during the first session. These plans were collected, typed, and returned to all team leaders.

Four of the twelve teams chose to submit proposals for local workshops based on their plans. These districts were: Exeter, Keene, Manchester, and Nashua. A description of each of these projects, as they were developed, follows. As expressed earlier, they do not provide an exhaustive treatment of possible methods for dealing with sex bias as it relates to career selection, but do provide a set of activities that have been tried with public school personnel with some success.

EQUAL CAREER OPPORTUNITIES IN NON-TRADITIONAL CAREERS

Conditions that should exist in education if sex stereotyping is to be reduced.

Agreed Upon Design -- From small group brainstorming

1. Non-sexist titles
2. Non sexist literature
3. Student select courses
4. Most qualified coach
5. Equal access to playing fields and vocational equipment
6. Equal coop job opportunities
7. Teachers in non-traditional roles
8. Require non-traditional courses
9. Awareness of public of non-sexist school
10. Course selection by lottery in oversubscription
11. Non concern regarding sex ratio
12. Equal job placement opportunities
13. Non-sexist support personnel
14. No select groups for different tracks, etc.
15. Equal extracurricular opportunities
16. No categorical funding
17. Priorities on realistic needs of students
18. Freedom of choice
19. Equal salary for equal work
20. No separate rules
21. Equal respect for each other regarding deportment
22. Decor is neutral
23. Equal treatment by staff
24. Boycott other groups that are sexist
25. No sex reference on records
26. Equal opportunity in athletics for competition at same level
27. Scholarship money on equal basis
28. Non-sexist guidance/counseling
29. Mix in administration
30. Students sharing responsibilities
31. Mixed: cheerleaders
    staff committees
    youth groups
    P.R. information
32. Shared teachers lounge
33. No separate entrances
34. Cafeteria mixed
35. Budget equal

Although some of these are frivolous and "far-out" most of them make sense and have been dealt with by those present as reasonable suggestions.

EQUAL CAREER OPPORTUNITIES IN NON-TRADITIONAL CAREERS

A Workshop for Secondary Teachers

Exeter High School
Exeter, NH

Exeter is a small suburban community of 10,500 people located in the seacoast region of southeastern New Hampshire. The high school has a student population of 1,250 drawn from Exeter and five surrounding communities.

Following the introductory workshops, Exeter formed a Title IX Committee of interested faculty to develop plans to reduce sex bias in the school. Out of this committee the plan for an initial awareness workshop for all faculty members was developed. The stated goal of the workshop was:

> *To increase the awareness of non-traditional male and female roles in all aspects of life in this society.*

The workshop was held after school hours, lasting two and one-half hours and was attended by eighty-one staff members. Ms. Jan Sanfacon and Mr. John Haskell of New Dynamics Association made the large group presentations.

Prior to the workshop, a locally developed questionnaire (attached) addressing sex bias issues was given to the faculty. Its purpose was to engender some thought and discussion about these issues prior to the workshop. It succeeded. However, it is felt that the male/female indicators on the bottom may have stifled some of the responses.

The workshop itself was made up of two short presentations and a small group discussion period. The presentations addressed the "Great American Male Stereotype" and the most common female stereotype. Concepts discussed were as follows:

> *Awareness of stereotypes - we need to know we have them; Very few families can make it on one income; How can we combine marriage and career; self-esteem at elementary and junior high.*

Great American Female Stereotype

(women are not as valued as men)

Sexually attractive (alludes to cheerleaders changing over to a pep squad)

Nice
Caring, warm, peace-keeping
Passive
Dependent

The thing about stereotyping is that even though we are not passive and dependent we acknowledge the stereotype.

Collaborative
Present-oriented
Concerned with support of others
Reliance on personal power; not role power; not comfortable exercising authority

Benefits	Costs
Get taken care of (myth)	Ridicule
Live longer	Discounting
More intimate relationships	Teasing
Show more emotions	Conflicts with reality
Intuitive (psyching out)	Self-put-down
	Apologizing

Gaps in Socialization

Assertive
Seeing options and choices
Valuing our experience

Traps in Socialization

Listening too effectively
Compassion carried <u>too</u> far
Guilt over not being able to fulfill role demands

Male Stereotpye - Great American Male Stereotype

Success in business
Financially productive
Sexually attractive
Physically productive
Knowledgeable
Competitive
Future oriented
Concern with power and control

Benefits	Costs
Good life	Physical illness
Good problem solvers	Mental stress
	Poor interpersonal relationships

Familiar relationships with women

Mother/daughter
Sexual
Supportive - secretary, wife

Gap in socialization

Listening - data collection
Emotional expressiveness

Traps in socialization

Problem solver
Advice giver
Evaluation
Judgmental
Excessive rationality

The small group sessions were quite productive addressing issues between the male and female staff that had not previously been aired, and which would not have been discussed without the environment provided by this workshop.

It was felt that this conference was a good first step in the process of raising the awareness of the faculty and that further activities should be planned to begin talking about definite methods to reduce stereotyping behavior and sexual bias in the school.

Check the column which most closely reflects your view	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Sex role stereotyping is a problem in our society.				
2. Textbook and AV materials should be rejected if they contain sex stereotypes.				
3. Less money should be spent on girls' athletic programs because athletics are less important to females.				
4. In discussing careers with students each career should be considered equally open to both men and women.				
5. In classroom activities there should be no specific male/female roles.				

The following are hypothetical situations. Indicate your reaction to each by checking the appropriate column.	Very comfortable	Comfortable	Uncomfortable	Very Uncomfortable
1. You are applying for a job. A male receptionist ushers you into an office where you are greeted by a female vice-president who will conduct the interview.				
2. You are flying to Chicago. A male steward welcomes you aboard the plane and later a female voice says, "This is your Captain speaking!"				
3. You go to enroll your four-year-old in a nearby nursery school and discover that all three teachers at the school are males.				
4. Your car stalls on the highway. The mechanic sent to your rescue by a garage is a female.				
5. You are introduced to a new couple in the neighborhood and discover that the man stays home all day with two small children while the wife is out working.				

I, the respondent, am /____/ Female

/____/ Male

EQUAL OPPORTUNITIES IN NON-TRADITIONAL CAREERS

A Workshop for Secondary Teachers

Cheshire Vocational Center
Keene, NH

Keene is a suburban college community of approximately 20,000 people in the southwestern corner of New Hampshire. The high school and vocational center serves six communities including and surrounding Keene. The student population in the high school is 1,900.

The project at Keene was developed through the Area Guidance Committee made up of members of the guidance staff of each of the sending and host schools. This group decided to address the awareness of sex bias through an explanation of non-traditional roles for men and women. Seven panelists from various walks of life were chosen to present their views based on their own experiences in non-traditional roles.

One hundred staff and faculty members attended the conference from the six associated schools, as did five students and the seven representatives from the business industry and professional community.

The seven panelists included people whose job roles have been, or presently are, non-traditional: Carole Hastings, Manager of Personnel Services for Supervisory Union #29; Dr. Owen Houghton, Dean of Students at Franklin Pierce College; Dr. Myrna Milani, Veterinarian at the Cheshire Animal Hospital; Ed MacKay, Dean of Students and Director of the Student Union at Keene State College; Linda Nowak, Market Manager, Snack Foods Industry at Markems Corporation; Clay Ormsbee, Service Representative at New England Telephone; and Bill Harris, Student in Early Childhood Education at the Child Development Center at Keene State College. The guest students, also on the panel, included boys and girls enrolled in non-traditional vocational training programs at the Cheshire Vocational Center.

The workshop was designed to explore the implications of careers for women and men in fields that have not traditionally attracted or accepted them. The panelists addressed their thoughts to these implications as illustrated by their own experiences in non-traditional job roles, and presented many suggestions of how guidance counselors and vocational educators can help students in their career planning decisions.

Following are some important points made by the panelists:

Carole Hastings: *The enrollment in teacher training programs outweighs the number of positions available after graduation, and vocational skills training programs at the Cheshire Vocational Center are an excellent option for college prep students.*

Owen Houghton: *In switching roles with his wife when she returned to college by keeping house and raising the children, he gave up a lucrative position and had to learn to do things customarily considered a woman's role: meal planning, child rearing, budgeting, and housekeeping. After the initial adjustment, the role was quite enjoyable; but a greater adjustment was needed upon returning to his former traditional role. He advised the participants of the importance of students being well rounded in their education, pursuing the arts, crafts and music along with vocational or college prep training.*

Myrna Milani: *In her career as a veterinarian, she comes in contact with many students wishing to pursue this career; but the number of university seats available are few compared to the overwhelming number of applicants having completed pre-vet programs in college. She feels this is a rip-off, in that pre-vet programs do not satisfactorily prepare graduates with alternate skills, and their degree is practically useless. Vocational education in high school serves this purpose, and she would encourage colleges to follow suit.*

Bill Harris: *Working in the Child Development Center at Keene State College as a major in Early Childhood Education, Bill finds himself the only male in a predominantly female field of studies. He feels that children in the early grades need exposure to teachers of both sex. Training of boys, as well as girls, in Child Care vocational programs would help to encourage men to pursue careers in Early Childhood Development.*

While offering some cogent insights into the lives of people pursuing non-traditional roles, the planners felt that when they develop another program of this type they will select panelists from career families that are more closely allied to the offerings at the vocational center. Although the goal of increasing awareness among the staff of the need to break down the stereotypic barriers was achieved, it would have been more effective if the teachers could have related with panelists in their own vocational field.

JOB PLACEMENT SYSTEM WORKSHOP

Manchester School Department
Manchester, NH

Manchester is the largest population center in New Hampshire with a census of approximately 100,000 people. This project involved three high schools and a skill center with a combined student population of 6,600 and 300 faculty. It was developed by the team who represented Manchester at the second introductory conference and addressed two general goals:

1. *The development of an organized placement system to handle counseling and placement of all students.*
2. *The development of a career group counseling program to provide information on alternative employment opportunities.*

The Manchester team selected the placement system as its focus for a number of reasons. First, because of a perceived need for such a system; second, to provide a vehicle for non-biased job referral, and thirdly, because it was an activity that could be accomplished and have some impact on the system.

The initial activity of this project was a six-hour workshop attended by forty-five interested counselors and teachers.

A panel made up of the three school contact people and placement people from business industry and the Department of Employment Security discussed job development, placement, and hiring practices as they occur in each person's institution. And further described what they felt would be an ideal school placement system.

Following the panel presentation, the participants took part in a brainstorming session on components of a placement system. The list developed here was then used as the basis for small group discussions out of which came recommendations for a placement system for the three high schools and the skill center. The small group reports were then consolidated during two post conference meetings by a committee selected for this task, and a final set of recommendations to be presented to the administration was developed. These are as follows:

JOB PLACEMENT

I. Structure for Student/School employment

A. Coordinator of City-wide Placement Team.

B. Team of 4 -- One person for each high school and skill center designated as placement person.

C. Referral person from each discipline.

II. Responsibilities

A. Coordinator of City-wide Placement Team

1. Oversee all job placement activities including such as Job Fair, Youth Employment Drive, Speakers Bureau, field trips, shadowing.
2. Public relations within the community.
3. Have standardized forms developed by the Team available to all school placement persons.
4. Compile statistics and develop an end-of-year report.

B. Team

1. Develop standardized forms.
2. Initiate student awareness of available school placement services.
3. Develop and maintain job order placement files and other necessary records.
4. Forward job order form to the proper referral person.
5. Submit statistics to City-wide Coordinator for end-of-year report.

C. Referral Persons

1. Maintain active student file within the assigned discipline.
2. Upon receipt of job order, check student file and arrange for job interviews.
3. Inform school placement person that the position has been filled.
4. Maintain appropriate follow-up procedures.

III. Recommendations

A. Career education integrated into all programs including:

1. job seeking skills
2. work attitudes
3. interviewing techniques
4. awareness of non-traditional/alternative career opportunities.

B. Released time for implementation by appropriate school personnel.

C. Initial implementation -- September, 1977.

While not addressing directly the problems of sex role stereotyping as it relates to career choice, this project addressed the whole issue of systematizing the referral and placement of all students to jobs in the fairest and most efficient manner.

SEX BIAS AND CAREER CHOICE

A Workshop for Secondary Teachers

Nashua, NH

Nashua is an urban community of 66,000 people located in south central New Hampshire in one of the fastest growing regions of the United States. The schools involved in this project represent a student population of 3,150 at the junior high level, and 2,900 at the high school level, with a total faculty of 335.

Initial discussions regarding a workshop on sex role stereotyping for junior and senior high school teachers in the Nashua schools, were done as a planning committee whose membership included: Stanley Stoncius, Principal, Nashua High School; Jane Solomon, Title IX Coordinator; John Cepaitis, Director of Vocational Education; Allen Seney, Director of Guidance; Lois Ladner, Coordinator of Home Economics; Albert Fischer, Coordinator of Trades and Industrial Education; Virginia Hallisey, Coordinator of Office Occupations Education; Arthur Bolduc, Counselor; and Kenneth Brewer, Counselor.

Following the planning committee's meeting, a subsequent meeting was held with John Cepaitis, Stanley Stoncius, Ms. Josephine Hayslip of the State Department of Education, and Mr. Orrin Laferte, Project Consultant. The message from these meetings was, "Put on a workshop that raises the issues of sex bias and stereotyping and try to get some understanding of how these patterns are reinforced in schools, but use a positive non-repressive approach."

Ms. Hayslip, Dr. Ronald Esposito of Rhode Island College, and a Title IX workshop in Manchester provided the resources and background information to lay out a program outline and fill in the necessary data for substantiation of the issues. In fact, it was found that the nightly TV news and newspapers are a constant source of information on the role of women in today's society.

Three issues were chosen as the focus of discussions:

1. *The changing role of women in the world of work.*
2. *Career decision making in today's world.*
3. *The role of counselors and teachers in helping young women take advantage of all the options available to them.*

The outline for discussion began with the nature of bias, especially latent bias, and moved to some myth debunking data on the actual participation of women in society today and in the future. With the force of the data, the conclusion was sited that the young women in Nashua High School will spend most of their adult lives working outside the home, and as such, they should be given as much help as possible in making the selection of their career path.

From this point, the discussion moved to career decision making theory, first focusing on the effects of rapid change and super-abundance of choice on people making decisions. Next, to a trait and factor approach to self-evaluation, pointing out the usual stereotypic traits that relate to each sex and hopefully illustrating their absurdity. We then looked at the broad array of career choices in the society, and pointed out that since both sexes possess the gamut of the human traits, both sexes should be able to select and succeed in the gamut of career options. In effect, since the distribution of worker traits was not affected by sex, neither should the distribution of jobs be affected by sex.

It was pointed out that we all have stereotyped and their resulting biases, and that it is only human to group and generalize. The problem occurs when we apply our generalizations to an individual who is seeking our help. The message here was for the teachers to realize their biases and to push through them in their classroom behavior so that they can help young women push through their own conditioning.

Having focused heavily on career decision making, we then moved to an activity which illustrated one type of tool that is used in helping people evaluate themselves. The tool selected was the "Self Directed Search" by John Holland. This inventory is a good example of the type of self questioning that people must learn if they are to constantly update their career related self-image. It also is a good example of how educational materials build in sex bias, often without realizing it. The staff was asked to complete the SDS with two points in mind:

1. *How does this instrument help students to evaluate the traits discussed earlier?*
2. *In what ways is sex bias built into the instrument?*

Following completion of the instrument, a discussion ensued of the many factors that were found to contribute to career choice by sex category, and consequently how other materials used in education can do the same things.

Having discussed the decision making process, we then briefly discussed the process of attaining the chosen career, spotlighting the pressures that are placed on women selecting non-traditional roles, i.e., social pressure from people in their environment and guilt brought on by sex role conditioning.

The workshop closed with an exhortation to the high school staff to bear a message to all their students, to break their own stereotypes and the limitations of choice that these stereotypes impose on them.

Don't assume you can't do something until you check it out.

Don't let the assumptions and expectations of others stop you from choosing from the whole world of life roles and careers.

Response from the group seemed favorable, but since the workshop was a short, large group presentation that made few demands on the audience, it is difficult to determine if any lasting impact will accrue. The approach (a positive one) obviously got many people to think about the issues discussed, and some soul searching took place, but whether any changes in teaching behavior will occur we have no way to predict. A group of social studies teachers have requesting to use the SDS inventory next year with the purpose of helping students gain a momentary glimpse at where they are in time. Emphasis will be placed on how sex bias affects career decision making.

SUMMARY

This project has attempted to increase the awareness of secondary educators in New Hampshire in the issues related to sex bias, sex role stereotyping and career choice. Through two general statewide workshops and four local projects, it has certainly achieved that goal. However, many more communities must begin raising their understanding of this problem, and all must move from the awareness stage to the implementation of plans to make career selection as free of sex role limitations as possible.

We have described four methods for beginning this process. We hope that you have derived some ideas to begin the process in your school and hope soon to see implementation of programs to achieve bias free career selection in all the schools in New Hampshire.

We are gratified by the success of these initial activities and wish to congratulate and thank all those who have been involved in this project.

If you desire to develop your own workshop, conference, or implementation plan, we have attached a bibliography of related resources that can help you in the process, and you may contact any of the people involved in this project for more information.

Ms. Jane Draves
Exeter High School
Exeter, NH 03833

Ms. Theresa Sullivan
Manchester School Department
Manchester, NH 03104

Mr. Robert Kingston
Cheshire Vocational Center
Keene, NH 03431

Mr. John Cepaitis
Nashua School Department
Nashua, NH 03060

Ms. Josephine Hayslip
Project Director
NH Department of Education
Concord, NH 03301

Mr. Orrin Laferte
Project Consultant
50 Central Street
Harrisville, RI 02830

nr
6/10/77

BIBLIOGRAPHY

Resources that I have found useful (1) in my own self-development, and (2) in planning this workshop. Most of these are available in paperback or curriculum development format.

Jo Hayslip

_____ A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines, Second Edition, Summer 1975, NH Department of Education, Concord, NH Free.

_____ Affirmative Action Plan, New Hampshire Department of Education, November 1975.

_____ Consad Career Development Kit, Consad Research Corporation, 121 North Highland Avenue, Pittsburgh, PA.

_____"Counseling Women" The Journal of the NAWDA and C. Fall 1974 (Special Issue).

_____ Herstory, Ms. Magazine, 1976, Spirit of America Games.

_____ To Form a More Perfect Union, Justice for American Women. Report of the National Commission of the Observance of International Women's Year 1976, Superintendent of Documents, US Government Printing Office, Washington, DC 20402 $5.20.

Berne, Eric. Games People Play. New York: Ballantyne Books, $1.75.

Bolles, Richard Nelson. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Berkeley, CA.: The Speed Press, $3.95.

deBeauvoir, Simone. The Second Sex. New York: Bantam Books, $1.25.

Friedan, B. The Feminine Mystique. New York: Dell, $1.25.

Gustafson, Richard, et al. Educator's Handbook for Secondary Career Guidance Programs. Keene State College, Keene, NH $10.00.

Harris, Thomas. I'm OK, You're OK. New York: Avon, $2.25.

Henning, Margaret, and Jardin, Ann. The Managerial Woman. Doubleday, Inc., $6.95. (An excellent abstract entitled "Women Executives in the Old-Boy Network" is printed in Psychology Today, January 1977).

House, Elaine, et al. Facilitating Career Development for Girls and Women. NVGA Monograph, American Personnel and Guidance Association, Washington, DC $4.50.

Hruska, Jack, and Popper, Walter. The Human Side of Work: A Supplemental Curriculum Guide for Distributive Cooperative Education. Occupational Education, University of Massachusetts, Amherst. $15.00 for a four volume set.

Janeway, Elizabeth. Between Myth and Morning, Women Awakening. New York: Morrow $3.95.

Jongward, Dorothy, and Scott, Dru. Women as Winners. Addison Wesley, Reading, MA. $4.95.

Komisar, Lucy. The New Feminism. New York: Warner, $1.25.

Lang, Arthur J., and Jakubowski, Patricia. Responsible Assertive Behavior, Cognitive/Behavioral Procedures for Trainers. Research Press, Champagne, IL. $6.95.

Mathews, Esther, et al. Counseling Girls and Women Over the Life Span. NVGA Monograph, American Personnel and Guidance Association, Washington, DC $4.50.

McLaine, Shirley. Don't Fall Off the Mountain. New York: Bantam Books, $1.50.

Millett, K. Sexual Politics. New York: Avon, $2.95.

Mitchell, Joyce Slayton. I Can Be Anything. New York: CEEB Publications.

Mitchell, Joyce Slayton. Other Choices for Becoming a Woman: A Handbook to Help Women Make Decisions. New York: Dell, $1.25.

Pogrebin, Letty Coltin. Getting Yours, How to Make the System Work for the Working Woman. New York: Avon, 1975. $1.95.

Scholz, Nelle, et al. How to Decide: A Guide for Women. New York: CEEB Publications, $5.95.

Sheehy, Gail. Passages, Predictable Crises of Adult Life. New York: E.P. Dutton and Co., Inc., 1976.

Smith, Manuel. When I Say No, I Feel Guilty. New York: Bantam Books, $1.95.

Terkel, Studs. Working People Talk About What They Do All Day and How They Feel About What They Do. New York: Avon, $2.25.

Tofler, Alvin. Future Shock. New York: Bantam Books, $1.95.

Townsend, Robert. Up the Organization. Greenwich, CT Fawcett Publications, $1.50.

Verheyden-Hilliard, Mary Ellen. A Handbook for Sex Equality in Education. American Personnel and Guidance Association, Washington, DC.

JBH:nr
Rev. 4/18/77

A PASSING GLANCE:

_____Equal opportunities are not just an advantage for women.

_____Women don't understand what they can do!

_____When I was in school I thought that women should cook and men dig ditches.

_____Dress up, dress down, address.

_____Can she be equal and remain on a pedestal, too?

_____A woman is naturally superior; equality would lessen that degree.

_____Only when she swore like a man, would they treat her as an equal, but without respect.

_____Mrs.; Ms.; Miss; but only one Mr.

_____You're a sexist!

_____He's a male chauvinist.

_____Title IX.

_____Equal Educational Opportunity/Equal Opportunity Employer.

_____To "girl" on the list of new unspeakable words must now be added "boy".

_____Boy Scouts of America is finally changing its name to Scouting/USA.

_____"House wife" has become a dirty word; has "husband" (house man)?

_____According to the Random House Dictionary, the verb to scout means "to reject with scorn."

_____We have made fools of ourselves, editing out words when what we really meant to do was edit out the sneer.

_____The organization is top heavy with men.

_____Men dominate the field.

_____Women dominate the field.

_____Would you send women to war?

_____He switched roles with his wife and raised the family while she went back to college.

_____My wife does the dishes and the housework, and I take out the garbage.

_____He pulled out his back at the hospital while putting on the white medical boots before assisting his wife in Natural Child Birth. She and the baby are doing fine at home, but he's still in the hospital.

A PASSING GLANCE, continued.....

_____Women can now pursue veterinary medicine and acquire a DVM, but not in New England. There are no Veterinary Colleges here.

_____There was a time, not too long ago, when female teachers could not marry, nor even date without permission from the principal.

_____It makes my husband feel more like a man when he sits behind the wheel.

_____She's in the driving seat.

_____My new co-worker is beautiful, intelligent and efficient; and I am in love with her.

_____Men are the top chefs because they can stand the strenuous physical labor.

_____"Let me help you lift that, Honey."

_____A woman's place is in the home.

_____Most students do not want to integrate because of peer pressures.

_____"Boys won't like me if I act like a Tom-boy."

_____"Neither girls nor boys will like me if I look like a sissy."

_____Students have few models in or outside of school, people they know.

_____"Sugar and spice and...."

_____"Puppy dog's tails...."

_____Girls are smarter than boys, and they mature more rapidly.

_____Always be a gentleman, even when a lady's not a lady.

_____Never swear in front of a woman.

_____Teach men how to sew and save.

_____If I don't have to compete with the opposite sex, I've eliminated ½ the competition.

_____The older school buildings have etched in their marble, "Boys to the left; Girls to the right;" How do our doors swing open now?

_____In some present cultures, working women who become pregnant are subsidized and their job held for them for up to two or more years.

_____And I might add.....